DOCUMENT RESUME

ED 412 676 EC 305 874

AUTHOR	Fitzsimons-Lovett, Ann
TITLE	Enhancing Self-Respect: A Challenge for Teachers of Students with Emotional/Behavioral Disorders. From the Second CCBD Mini-Library Series: Successful Interventions for the 21st Century.
INSTITUTION	Council for Children with Behavioral Disorders.
ISBN	ISBN-0-86586-308-3
PUB DATE	1998-00-00
NOTE	46p.
AVAILABLE FROM	Council for Exceptional Children, 1920 Association Dr., Reston, VA 20191-1589 (stock no. D5242).
PUB TYPE	Guides - Non-Classroom (055) -- Reports - Descriptive (141)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Behavior Disorders; *Educational Strategies; Elementary Secondary Education; *Emotional Disturbances; Evaluation Methods; *Peer Teaching; Program Effectiveness; Self Concept; *Self Esteem; *Service Learning; Teaching Methods

ABSTRACT

This monograph offers service providers a variety of interventions that can be used to develop and enhance self-respect in students with emotional and behavioral disorders. After an introductory chapter, Chapter 2, "What is Self-Respect?," discusses the definition of self-respect, how self-respect develops (a developmental table is presented), and illustrates the relationship between self-respect and education. Chapter 3, "Peer Tutoring Interventions," describes the different types of peer tutoring and how cross-age peer tutoring can be used to develop and enhance healthy self-respect in children and youth. Strategies for developing and implementing a cross-age tutoring program are provided. Chapter 4, "Service Learning," highlights the integration of community service with academic skills and structured reflection activities to develop students' self-respect. Steps for developing and implementing a service-learning program are provided, including identifying the needs of the community; analyzing the problem; planning the project; training students; and implementing, monitoring, and evaluating the program. A list of standards for service learning programs and a list of questions for service-learning community contacts are also provided. Chapter 5, "Evaluating Interventions," presents a model which can be used by service providers to evaluate the impact of their interventions systematically. (Contains 50 references.) (CR)

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Enhancing Self-Respect

A Challenge for Teachers of Students with Emotional/Behavioral Disorders

Virginia Fitzsimons Lovett

EC 305874

CCBD Council for Children with Behavioral Disorders

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Daniel M. Bullock & Robert A. Gable, *Series Editors*

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From the Second CCBD Mini-Library Series: Successful Interventions for the 21st Century

Enhancing Self-Respect

A Challenge for Learners of Students with Emotional/Behavioral Disorders

Lyndal M. Bullock & Robert A. Gable, *Series Editors*

The Council for Children with Behavioral Disorders, *Publisher*

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About the Council for Children with Behavioral Disorders

Council for Children with Behavioral Disorders

CCBD is an international professional organization committed to promoting and facilitating the education and general welfare of children and youth with behavioral and emotional disorders. CCBD, whose members include educators, parents, mental health personnel, and a variety of other professionals, actively pursues quality educational services and program alternatives for persons with behavioral disorders, advocates for the needs of such children and youth, emphasizes research and professional growth as vehicles for better understanding behavioral disorders, and provides professional support for persons who are involved with and serve children and youth with behavioral disorders.

In advocating for the professionals in the field of behavioral disorders, CCBD (a division of The Council for Exceptional Children) endorses the Standards for Professional Practice and Code of Ethics adopted by the Delegate Assembly of The Council for Exceptional Children in 1983.

About This Monograph

Stock No. D5242, ISBN 0-86586-308-3

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Printed in the United States of America

10 9 8 7 6 5 4 3 2

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Foreword

This is the second mini-library series that addresses the needs of students identified as "seriously emotionally disturbed" or "emotionally/behaviorally disordered." As with the first series, the content stems from selected presentations at an international conference sponsored by the Council for Children with Behavioral Disorders (CCBD). These monographs are also a response to the reality that the number of children and youth who evidence challenging behavior is growing. These students manifest a range of social, academic, and behavior problems that test the skills of even the most capable classroom teachers. Educators and other professionals are struggling to find ways to deal successfully with the mounting challenges these students present.

Fortunately, as the number of problems increases, so too does the body of accumulated literature on practices of proven effectiveness for students with emotional/behavioral disorders (EBD). Drawing upon the expertise of CCBD members, we have assembled a seven-volume series of monographs that delve into some of the specific areas and programs for students with EBD and the education professionals who work with them:

- *Alternative Programs for Students with Social, Emotional, or Behavioral Problems*
  Mary Magee Quinn and Robert B. Rutherford, Jr.
- *Curriculum and Instruction Practices for Students with Emotional/Behavioral Disorders*
  Rex E. Schmid and William Evans, Editors

- *Developing Personal and Interpersonal Responsibility in Children and Youth with Emotional/Behavioral Disorders*
  Sylvia Rockwell, Santa Cuccio, Beth Kirtley, and Gwen Smith
- *Developing Social Competence in Children and Youth with Challenging Behaviors*
  Kristine J. Melloy, Carol A. Davis, Joseph H. Wehby, Francie R. Murry, and Jennifer Leiber
- *Enhancing Self-Respect: A Challenge for Teachers of Students with Emotional/Behavioral Disorders*
  Ann Fitzsimons-Lovett
- *Individual and Systemic Approaches to Collaboration and Consultation on Behalf of Students with Emotional/Behavioral Disorders*
  Robert A. Gable, George Sugai, Tim Lewis, J. Ron Nelson, Douglas Cheney, Stephen P. Safran, and Joan S. Safran
- *Teaching Children and Youth Self-Control: Applications of Perceptual Control Theory*
  John W. Maag

In these seven monographs, we have attempted to bring together information that addresses the needs of general and special educators, administrators, and other professionals who face the myriad challenges of children and youth at risk for or with EBD. We are grateful for the contributions of the monograph authors and hopeful that their efforts will prove useful to you in your work on behalf of students with EBD.

Lyndal M. Bullock
University of North Texas

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Series Editors

1 Introduction

Self-respect has been consistently identified as a key factor that distinguishes between students who transition successfully from school to adult life and those who do not. High self-esteem has been associated with self-confidence, effective coping, and psychosocial well-being (Bednar, Wells, & Peterson, 1989; Harter, 1993). Conversely, students lacking in self-respect are vulnerable to a host of emotional, social, and learning problems (Brendtro, Brokenleg, & Van Bockern, 1990). Potential problems encountered by students with low self-esteem include delinquency, alcohol, tobacco, and other drug use, and depression (Harter, 1993; Jung, 1994; Kaplan, Martin, & Johnson, 1986).

While the research comparing the self-respect of students with disabilities to their nondisabled peers has mixed results, evidence exists that a large proportion of students with emotional/behavioral disorders (EBD) and cognitive disabilities experience diminished self-respect (Heyman, 1990; Prout, Marcel, & Marcel, 1992). Given the problems associated with low levels of self-respect, it is incumbent upon all schools and agencies to foster the development of healthy self-respect in the children and youth whom they serve.

The purpose of this mongraph is to provide service providers with a variety of interventions that can be used to develop and enhance self-respect in students with EBD. Self-respect is an elusive construct that has been defined in many different ways. In light of the ambiguity surrounding this construct, the first section focuses on

defining self-respect, discussing how self-respect develops, and illustrating the relationship between self-respect and education. Cross-age tutoring and service learning, two interventions associated with improving students' self-respect, are highlighted in subsequent sections. Details are provided about how to develop and implement these interventions. Chapter 5 presents a model which can be used by service providers to systematically evaluate the impact of their interventions. It is my hope that readers will obtain valuable information about effective interventions that strengthen the self-respect of students with EBD.

What Is Self-Respect? 2

Self-respect, self-esteem, and self-concept are often used interchangeably in everyday conversation. While there is consensus that attainment of positive self-respect is a desirable goal for all students, considerable ambiguity persists surrounding the nature of and relationship between these concepts. The definitions most commonly accepted state that

- *Self- concept* is the composite of ideas, feelings, and attitudes people have about themselves.
- *Self-esteem,* on the other hand, refers to how an individual evaluates his self-concept — how much he likes or dislikes what he sees in himself (Hilgard, Atkinson, & Atkinson, 1979).

Distinctions have not been made between self-esteem and self-respect; in general, however, these concepts are treated as synonymous in the literature. For the purposes of this discussion, the term *self-respect* will be used.

Self-respect is a multifaceted construct that encompasses academic, social, emotional, and physical elements (Marsh & Shavelson, 1985). It is influenced by biological, family, and educational factors (Nisbet, 1996). The definition of self-respect that will provide focus for this monograph is from Coopersmith's (1967) definitive work on self-esteem in children and youth. Self-esteem is viewed as being comprised of four basic components: significance, competence, power, and virtue.

- *Significance* can be viewed as the sense of belonging, contributing, and being valued.
- *Competence* relates to a sense of self-efficacy, the belief about an individual's ability to attain desired outcomes (Bandura, 1986). This competence occurs on academic, social, affective, and emotional levels.
- *Power* refers to the ability to control one's own behavior and gain the respect of others.
- *Virtue* is worthiness.

The interventions discussed in this monograph are unique because they focus simultaneously on each of these four components of self-respect and their combined academic, behavioral, social, and emotional benefits. Two other central themes to bear in mind are (a) the developmental nature of self-respect and (b) the relationship between education and self-respect.

How Does Self-Respect Develop?

The development of self-respect in children and youth is determined by various factors and individuals in their lives including parents, other family members, teachers, school experiences, and peers. Self-respect is not a static, either-or concept; it is ever changing and developing as children get older (Woolfolk, 1993). For example, young children tend to see themselves in terms of physical appearance, their name, and actions. Personality characteristics are not part of a typical response when children younger than 7 years are asked to describe themselves.

However, as children get older, there is a move from this concrete, fragmented viewpoint to a more abstract, organized view that includes psychological characteristics (Harter, 1993; Marsh, 1990). The information provided in Table 1 is a synthesis of the typical development of self-esteem at various ages as espoused by S. Burchard (1996).

Table 1
Development of Self-Esteem

1. Infancy (Birth to 1.5 years)
   - Controls smiling, crying, laughing
   - Practices activity of sensorimotor self and language on environment
2. Early Childhood (2-3 years)
   - Has schema of self: "like me" in size, gender, age
   - Uses physical aggression to obtain own way
3. Early Childhood (4-6 years)
   - Has categorical self based on physical attributes and physical abilities
   - Sex role identification and gender understood
   - Has sense of self through social interactions
   - Self seen as a conglomerate of nonintegrated skills and attributes
   - Emerging self-esteem
4. Childhood (6-12 years)
   - Builds sense of self based on reactions of others and support of peers and parents
   - Social comparison
   - Self-esteem established, high or low
   - Integrated self — value based on parent, peer, and others' values of self
   - Self-evaluation
   - Definition of self with more inner qualities
5. Adolescence (12-14 years)
   - Initially, drop in self-esteem due to changing body, change in school settings
   - Body image concern
   - Weak sense of individual identity
   - Need for validation from peers; cannot be different

Continued on next page

Table 1, *Continued*

6. Adolescence (15-18 years)
   - Friendships as source of self-worth, security, information
   - Rise in self-esteem
   - Search for identity
   - Integrated image of self as unique
   - Abstract concept of self that incorporates attitudes, values, beliefs, expectations

What Is the Relationship Between Education and Self-Respect?

Various authorities assert that the presence or lack of self-respect correlates highly with educational success or failure (Nisbet, 1996; Woolfolk, 1993). High self-respect is related to a more favorable attitude toward school, more positive behavior in class, and greater peer acceptance. These relationships are reciprocal in nature. That is, students in classes and schools that emphasize cooperation, interdependence, support, and encouragement of autonomy demonstrate higher levels of self-respect than students in settings where external control is the primary focus (Hoge, Smith, & Hanson, 1990). According to Maslow (1979), self-esteem is one of the basic lower level human needs of individuals if they are ever to reach self-actualization — the realization of their personal potential. Maslow argues that a sense of belonging in the classroom and school are prerequisites for the development of self-respect. Along the same lines, Good and Weinstein (1986) make the observation that

> School is a place where children develop or fail to develop a variety of competencies that come to define self and ability, where friendships with peers are nurtured, and where the role of community member is played out, all during a highly formative period of development. Thus the building of self-

> esteem, interpersonal competence, social problem solving, and leadership become important in its own right and as a critical underpinning of success in academic learning. (p. 1095)

The vital relationship between success in education and attainment of healthy self-respect is especially critical when one considers the outcomes of students with EBD. This specific group of students have the worst academic outcomes — fail more courses and minimum competency examinations and are retained more often — than any other group of students with disabilities. Of students with EBD, 48% drop out during Grades 9 to 12 as compared to 30% of all students with disabilities and 24% of all high school students. Additionally, 18% of students with EBD are educated outside of their local schools, compared to 6% of all other students with disabilities. Of those in their local schools, fewer than 17% are educated in regular classrooms in contrast to 33% of all students with disabilities (Chesapeake Institute, 1997). Plus, students with EBD are often subjected to a *curriculum of control* where the overriding emphasis is on maintaining and controlling them (Knitzer, Steinberg, & Fleisch, 1990).

Given the lack of social and academic competence and the feelings of alienation and insignificance experienced by students with EBD, they generally confront many roadblocks on the path to developing healthy self-respect. It is imperative that service providers develop, implement, and evaluate programs that seek to increase the significance, competence, power, and virtue of students with EBD. Only when these attributes are directly promoted and nurtured will students with EBD develop a healthy self-respect.

While service providers are besieged with calls to increase the self-respect of students with EBD, limited practical information is available to facilitate the development, implementation, and evaluation of interventions that address this important need. For this reason, the remainder of this monograph focuses on addressing the gap in the knowledge base by providing a step-by-step description of how to develop and implement cross-age tutoring and service-learning programs. Both of these approaches have been demonstrated to have positive effects on the self-respect of students with EBD.

Peer Tutoring Interventions 3

Why Peer Tutoring?

Peer tutoring has long been accepted as an effective intervention for developing and enhancing healthy self-respect in children and youth. Evidence exists that various forms of peer tutoring have produced more significant academic gains than interventions involving reducing class size, increasing teacher instructional time, or providing for individualized computer assisted instruction (Cohen, Kulik, & Kulik, 1982; Giesecke, Cartledge, & Gardner, 1993). In addition, all forms of one-to-one tutoring methods have been demonstrated to be superior to group instruction (Gaustad, 1993; Madden & Slavin, 1989).

In recent years, peer tutoring has been revived as a viable technique to assist teachers in individualizing instruction in their classrooms. It is viewed as a method that will help teachers cater to the increasing variability of ability levels in classrooms due to the current inclusion movement (Hogan & Prater, 1993; Madden & Slavin, 1989; Mathes & Fuchs, 1991). The gains reported in studies of peer tutoring have not been acquired by tutees alone; the tutors in many cases have also made significant gains in academic, social, and affective skills (Bernard, 1990; Day, 1993; Gaustad, 1993; Greenwood, Carta, & Hall, 1988; Mathes & Fuchs, 1991; Schrader & Valus, 1990; Scruggs & Osguthorpe, 1986).

Three specific models of peer tutoring are often used in schools:

- *Class-wide peer tutoring* where the whole class is divided into tutoring dyads for various subject areas. This is usually a reciprocal relationship with students taking turns to serve in the role of tutor and tutee.
- *Individual peer tutoring* where specific individuals within a group are selected as being potential beneficiaries and others are selected to act in the role of tutor.
- *Cross-age tutoring* where older students tutor younger students.

The focus of this monograph will be on cross-age tutoring.

Cross-Age Tutoring

According to the literature, students with EBD who participate in cross-age tutoring programs have increased their academic, social, and affective skills (Cochran, Feng, Cartledge, & Hamilton, 1993; Gaustad, 1993 Hogan & Prater, 1993; Scruggs & Osguthorpe, 1986). Academic benefits have been attributed to the increased academic learning time, increased opportunities to respond, and more engaged active learning time demanded by this technique (Byrd, 1990; Jenkins & Jenkins, 1988; Mathes & Fuchs, 1991; Schrader & Valus, 1990; Scruggs & Osguthorpe, 1986).

Academic benefits are typically greater for the student who acts in the role of tutee while the social/affective gains are more evident in the tutor. If the tutor is teaching a skill that she has already mastered then academic improvement does not always occur. However, if the students with EBD are functioning on a low academic level, they too can achieve academic gains. For example, this monograph's author instituted a cross-age tutoring program where adolescents with EBD went to a local elementary school twice a week and tutored first graders in reading and math. One adolescent had a reading level of approximately first grade. Prior to taking part in the tutoring program, he was reluctant to read lower level reading books in the classroom because he feared ridicule from other students. Once he became a tutor, he needed to "prepare for tutoring" and so had a reason to read and examine first-grade-level books.

Cross-age tutoring results in many social/affective gains for students with disabilities including

- Tutees are provided with psychological and emotional support when they are involved in a cross-age tutoring program.
- They can work at their own pace and not feel pressured, resulting in a growth in self-confidence.
- Their social interaction and communication skills also improve during this process (Coleman, 1989; Gaustad, 1993; Henriques, 1992).
- An improvement occurs in the tutees' attitude toward school and, specifically, toward the subject area in which they are being tutored (Cohen et al., 1982; Day, 1993; Greenwood et al., 1988).

Social and emotional gains are also experienced by the tutors. A commonly reported gain includes increased kindness and empathy toward younger students. These increases in kindness and nurturing have often been carried over to other areas of school life such as the cafeteria and gym (Day, 1993; Sassi, 1990). A related beneficial effect is the tutors' increased sense of responsibility towards others and their increased awareness of the needs of others (Barbetta, Miller, Peters, Heron, & Cochran, 1991; Byrd, 1990; Henriques, 1992; Schrader & Valus, 1990). *Perhaps the most significant social gain is represented in the chance that cross-age tutoring offers the tutor to perform a meaningful service to another individual.* This can contribute significantly to an individual's self-worth (Bernard, 1990; Gaustad, 1993; Giesecke et al., 1993; Schrader & Valus, 1990).

Improved self-respect on the part of the tutors has been found as a direct result of the younger students looking up to them as role models and in the feeling of accomplishment tutors get when they successfully teach another student (Barbetta et al., 1991; Byrd, 1990; Gaustad, 1993; Giesecke et al., 1993; Greenwood et al., 1988; Henriques, 1992; Schrader & Valus, 1990). This approach enables students to help themselves and others, thereby receiving all of the positive feelings associated with self-empowerment (Bernard, 1990). Tutors also exhibit improved attitudes toward school and toward

the subject area they are tutoring (Cohen et al., 1982; Day, 1993; Greenwood et al., 1988).

The Coca-Cola Valued Youth Program (VYP) is a program that recruits at-risk youth to serve as cross-age tutors. A large percentage of the youth involved as tutors have been diagnosed as having EBD. This program has been established in 17 sites in five states. Evaluation of this program in 1990, after two years of operation, demonstrated that the tutors in this program scored higher on measures of reading grades, self-concept, and attitude toward school than did comparison students (Gaustad, 1992).

As listed earlier, self-respect is comprised of the four elements of significance, competence, power, and virtue. Given the fact that cross-age tutoring interventions directly impact on these elements, the remainder of this chapter focuses on how to develop and implement this type of program.

Developing and Implementing a Cross-Age Tutoring Program

Although positive effects of cross-age tutoring programs have been found for the students involved, it is vital to note that these results do not accrue automatically from simply putting older and younger students together and directing them to teach and learn. There are many ways to tutor badly and, therefore, gain none of the positive effects (Gaustad, 1992; Strayhorn, Strain, & Walker, 1993).

An initial step in planning a cross-age tutoring program is to determine the program objectives. Answering the question *"What do I want students to gain from this program?"* (tutors and tutees) is a vital first step that will drive the program design. The program objectives will determine how the program is to be set up. If academic gains for both tutor and tutee are the primary focus, then setting up dyads where the students are relatively close in age and/or achievement will be a key consideration. If the emphasis is on social/affective gains for the tutor, then the difference in ages between the two students is not as important. In my own case, a priority was to pro-

vide experiences to students with EBD that would increase their sense of belonging in school, improve their attitude toward school, and put them in a position where they were *"doing for others"* instead of *"being done to."* Academic progress of tutees was also a key consideration.

Once program objectives have been determined, a second step is to decide on the structure of the program. One of the most important structural considerations and one of the most difficult to orchestrate is scheduling. Tutoring requires extensive time periods, especially when both an elementary and a middle or high school school are involved. I found that using advisory or club time was one feasible option. Also, upper elementary students can tutor younger elementary students which only necessitates juggling the schedule of one school. The length and frequency of tutoring sessions also needs to be determined. However, it is important to ensure that tutors do not miss instructional time in their own classes due to their tutoring commitment.

Next, a location for the tutoring sessions needs to be determined. Will tutors work with students in their individual classrooms, or will the tutoring occur at one central location? In my experience, it was more manageable to have the tutees go to a central location (i.e., the library) and have the tutors work with them there. This allowed for closer supervision and monitoring of the program.

Selecting personnel to be involved in the program is also critical. Both personnel and students need to be identified. Gaining administrative approval and establishing a key contact in the schools are vital. I found that the school counselor served effectively as the contact person. In addition, it is easier to begin the program in a school with a history of providing tutoring services. In my case again, the elementary school had a tutoring program in place where members of the local community volunteered weekly. Thus, a mechanism was already in place to identify tutees; this facilitated program development.

Determining which students with EBD will be eligible to serve as tutors also needs to be addressed. Options include having a set crite-

rion that students have to meet in order to participate as tutors or opening the activity to all students regardless of their progress. After exploring different options, the most effective approach may be to set a daily number of points that students have to have in order to be eligible to tutor that day. In the tutoring program I worked on, it was explained to the students that if they were having a "difficult day" they did not need to go to the elementary school to tutor.

Deciding on the content of tutoring sessions is a primary concern. It is important that tutors be provided with appropriate, adequate materials to work on with their tutees. While tutors can be assisted in developing a "bag of tricks" that includes developmentally appropriate learning activities, they should be used as a filler only. The core content to be covered during tutoring sessions needs to come from the tutee's classroom teacher.

Personnel considerations continue to be an important aspect each time tutoring occurs. An essential element of a successful cross-age tutoring program includes continuous monitoring and supervision of the program When the tutoring process is closely supervised and monitored, it helps ensure that students are kept on task and provides opportunities for continuous feedback for the tutors. Finally, determining who will provide the supervision and monitoring and how this will be accomplished is essential.

In instituting a tutoring program, a key structural decision involves determining whether credit will be available to tutors for the time spent tutoring. Some programs have included giving class credit to students who are involved in cross-age tutoring projects (Gaustad, 1992). And, in fact, many schools award credit to students for civic or citizenship courses. While awarding credit is most viable at the high school level, other forms of recognition can be considered for tutors at the middle school and/or elementary level. These include certificates of recognition for service provided, a menu of awards for tutoring a specific number of hours, or soliciting a local paper to recognize and publish an article periodically about tutors.

Once program objectives and structural considerations have been addressed, the next step is to train the tutors. The significance of

quality training for tutors cannot be overemphasized. It is vital to the success of any program (Cochran et al., 1993; Vacc & Cannon, 1991). In a recent study, Staub and Hunt (1993) found that, when comparing trained versus untrained tutors in a cross-age tutoring program, the tutees who received help from trained tutors achieved more significant gains academically and socially. Training of tutors has been found to be particularly important when implementing cross-age tutoring programs with students with disabilities (Mathes & Fuchs, 1991).

Training of tutors tends to fall into two areas: (a) training in effective instructional practices and (b) training in social communication and interaction skills. Experience has shown that tutors need to receive training in areas such as how to teach effectively (e.g., direct instruction), how to give corrective feedback, how to give clear directions, and how to avoid overprompting. I found that the students tended to "give up" or "tell the answer" when their tutees were having difficulties and, therefore, needed direct training on other options. It is also important that tutors be competent in the skill that they are tutoring. They do not have to be superior achievers, just competent enough to provide guidance for the tutee in developing the skill. Performing a task analysis of the skills to be taught can help tutors review the skills and provide effective instruction.

In my program, training in social and communication skills focused on providing reinforcement, initiating social interaction, engaging in good communication skills, and giving positive corrective feedback. It has also proven beneficial to tutors to provide information, prior to tutoring, on typical characteristics of the age group of students with whom they will be working. Training that incorporates descriptions of inappropriate types of behavior that a tutor is likely to encounter and suggestions for handling this behavior can contribute significantly to the success of the tutoring program.

When conducting tutor training, I used modeling, practice, role-playing, and feedback. Additionally, common practice dictates that the training be ongoing in nature and not just prior to implementing the program. One session weekly was built into the program I worked on for ongoing training purposes. Tutors also maintained weekly

journals of their tutoring experiences and recorded any problems they encountered. Material from these journals and observations by the program supervisors were used as the basis for the ongoing training.

As with all interventions, it is critical to engage in evaluation of the program. This evaluation process needs to be both formative (ongoing) and summative (at the end) in nature. The assessment process can serve two functions: (a) it can determine if the program is meeting its goals and the needs of the students involved and (b) it can help to develop the knowledge base about effective practices. Chapter 5 of this monograph provides a guide for developing effective evaluation plans for interventions.

Students with EBD usually have greater needs than regular education students for many of the academic and social/affective benefits of cross-age tutoring including gains in achievement, increase in self-respect, and improvement in attitude toward school. Cross-age tutoring represents an especially powerful intervention for service providers because it can simultaneously address the multiple facets involved in self-respect — academic and social competence, feelings of belonging and worthiness, a concept of being significant, and power.

Service Learning 4

What Is Service Learning?

Service learning can be defined as the integration of community service with academic skills and structured reflection activities (Yoder, Retish, & Wade, 1996). A critical distinction exists between community service and service learning. Community service is primarily concerned with volunteerism and contributing to the community. *Service learning centers on the blending of service and learning goals so that each enriches the other.* It is an intervention whereby participants learn and develop through active participation in organized service that (a) is conducted in and designed to meet the needs of the community, (b) is integrated into and designed to enhance the academic curriculum of student participants, (c) provides structured time for students to reflect on service experiences, and (d) fosters civic responsibility in students (Duckenfield & Wright, 1995).

What Are the Benefits of Service Learning?

Service learning has been found to promote growth in academic, social, emotional, and affective skills of student participants. Projects conducted with students with disabilities have resulted in increases in their self-respect, self-knowledge, communication skills, problem-solving skills, and social skills (Duckenfield & Wright, 1995; Ioele & Dolan, 1992; Yoder et al., 1996). For many students, especially those labeled as EBD, becoming engaged in service learning is often the

first time they have a chance to be a resource to the community instead of merely the recipient of services. In addition, service learning affords students unique opportunities to view themselves as valuable or worthy. The fact that service learning focuses on discovering and using students' strengths in lieu of their weaknesses, power instead of helplessness, and giving in contrast to dependency makes it an especially powerful choice of intervention when seeking to raise the self-respect of students with EBD (Ioele & Dolan, 1992).

Developing and Implementing a Service-Learning Program

As with all interventions, there are various levels of efficacy in planning and implementation. Table 2 presents standards developed by the members of the Alliance for Service Learning in Education Reform (1995). These standards can serve as a checklist which can be used by service providers to analyze their service learning activities.

When planning service learning interventions, there are several steps involved.

Step 1: Identify the Needs of the Community

It is important that service-learning projects be responsive to genuine needs within the community. Ideally, both students and teachers will collaborate to identify potential projects. Various strategies can be used when conducting a community needs analysis. These include (a) having staff make contact within the local community and bring project ideas to students for their input and (b) having staff and students work together in canvasing the community about their needs. Follman (1994) suggests that needs can be identified by having students conduct a community search. This activity involves obtaining a map of the school area and shading an area that is within a one-mile radius of the school. The shaded area is then divided into pieces, and students are sent out in teams to survey their assigned area. Each team has an hour to search their area on foot. They are instructed to look for schools, retirement homes, senior centers,

Table 2
Standards for Service Learning Programs

1. Effective service-learning efforts strengthen service and academic learning.
2. Model service learning provides concrete opportunities for youth to learn new skills, to think critically, and to test new roles in an environment that encourages risk taking and rewards competence.
3. Preparation and reflection are essential elements in service learning.
4. Youth's efforts are recognized by those served, including their peers, the school, and the community.
5. Youth are involved in the planning.
6. The service students perform makes a meaningful contribution to the community.
7. Effective service learning integrates systematic formative and summative evaluation.
8. Service learning connects the school or sponsoring organization and its community in new and positive ways.
9. Service learning is understood and supported as an integral element in the life of a school or sponsoring organization and its community.
10. Skilled adult guidance and supervision are essential to the success of service learning.
11. Preservice training, orientation, and staff development that include the philosophy and methodology of service learning best ensure that program quality and continuity are maintained.

Note: From *Pocket Guide to Service Learning* by M. Duckenfield & J. Wright, 1995, Clemson, SC: Clemson University, National Dropout Prevention Center. Copyright 1995 by National Dropout Prevention Center.

libraries, hospitals, parks, walls covered with graffiti, and littered areas. Each time they notice a prospective project, they record its name and address. If appropriate, they can enter some locations, tell the people there about their group, and get additional information including phone numbers and a contact person. All groups return to school and debrief. Findings are generated into a list of potential project ideas. Staff members and students follow up on these ideas and investigate how feasible they are and how they can be tied into the school's instructional activities.

The strategy adopted to identify community needs will depend on the characteristics and strengths or weaknesses of the students who will participate. For example, students with EBD may need intensive training in "how to behave in public," and "how to seek information from strangers" prior to canvasing a neighborhood.

Step 2: Analyze the Problem

A key consideration in this problem-analysis phase involves examining all project ideas and determining which ones can best match the interest of students and how they can be integrated into classroom instructional activities. Options used by this author include keeping reflective journals about the service-learning experiences, engaging in problem-solving exercises related to the project, conducting thematic units on related social issues (e.g., homelessness, the plight of the elderly), and engaging in science lessons that relate to the project (e.g., ecology of oceans, rivers, and streams; forestry; recycling).

Step 3: Plan the Project

At this point, some essential structural elements need to be considered:

- Determining where the service learning will occur presents unique challenges regarding transportation. I overcame this challenge by finding projects within a one-mile radius of campus, thus allowing students to walk. In some cases, the recipients of the services were willing to come to the school.

- Scheduling when a service will occur and making provision for adequate supervision and monitoring warrants careful consideration. Incorporating time for reflection of service-learning outcomes and conducting instructionally related activities are ways to ensure optimal learning experiences for the students.
- Positive recognition of students' contributions to their community through service learning is a critical component of effective programs. Recognition can be in the form of awarding credit, certificates, rewards, or some combination of the three.

Table 3 delineates questions for service-learning community contacts that may help when planning the program.

Table 3
Questions for Service-Learning Community Contacts

1. Who is the key contact person?
2. Whom does your agency serve?
3. What are the needs and concerns of your agency?
4. Would you be interested in middle school students helping to meet some of these needs?
5. What limitations are there in regard to time, schedules, and health concerns?
6. How many students would you be able to accommodate?
7. What are your expectations for volunteers?
8. How should we prepare students for this experience?
9. What is the level of commitment for training, supervision, and evaluating students that can be provided by your staff?
10. Is publicity permissible?

Note: From "Service Learning: Meeting Student and Community Needs" (p. 15) by D. Yoder, E. Retish, and R. Wade, 1996, *Teaching Exceptional Children, 28*(4). Copyright, 1996, The Council for Exceptional Children. Reprinted with permission.

Step 4: Train Students

After consensus has been reached about which projects will be undertaken and how the program will be operationalized, the next step is to train students. The type and degree of training will depend on the service project planned and the characteristics of the students engaging in the activity. For example, before having adolescents with EBD participate in a service-learning program involving weekly visits to a senior citizen center, I spent approximately 2 weeks examining the issue of aging in America with students. This was achieved through reading activities, comparing the life of the elderly in the U.S. to those in other countries, having students interview elderly family or community members, showing movies, participating in discussions, and having guest speakers.

In addition to the academic training, students need to be trained in community and social adeptness. Topics addressed in my class included introducing yourself, dealing with nonresponsiveness by some seniors, redirecting residents who demonstrate "overly affectionate" behaviors, being aware of medical conditions that may result in unusual odors and ways to deal appropriately with this situation. A tour and orientation of the center conducted by center staff enhanced this student-training phase.

Finally, Harrington and Shine (1989) describe the characteristics of successful service-learning training. Successful training

1. Is designed for the specific roles students will play.
2. Prepares students for the population they will be working with. For example, if students will be working with the elderly, training addresses such issues as aging and dying.
3. Encourages students to establish personal and program goals.
4. Teaches students how to plan and assess sessions at the field sites.
5. Includes team-building, problem-solving, and other relevant skills.
6. Involves discovery learning through activities such as role-playing and simulation exercises.

7. Features a variety of approaches, including movies, presentations, and other training resources.
8. Is reinforced throughout the program.

Step 5: Implement, Monitor, and Evaluate the Program

After appropriate planning and training, the program can begin. Continuing the example cited in Step 4, students began to visit the center for one hour weekly. Activities in which they engaged included reading to the elderly, playing bingo, and writing letters. A weekly 30-minute period was used to reflect with students on their feelings and their experiences. Information gained through these sessions suggested areas for further training, additional monitoring, or both. At the end of the semester, students were recognized at an awards assembly in school. Because evaluating service-learning projects is critical, details of the steps involved in conducting program evaluations are outlined in Chapter 5.

Types of Service-Learning Projects

Although many different types of service-learning programs can be used with students with EBD, they tend to fall into three main areas: (a) environmental programs, (b) projects with senior citizens, and (c) projects with younger children. Environmental programs include adopting a stream or river program, antilittering campaign, planting trees and flowers, and clearing lots. These projects are relatively easy to weave into the science and social studies curriculum. A nationwide example of an environmental service-learning project is the Youth Environmental Service (YES) program sponsored by the Department of Justice and the Department of the Interior (Office of Juvenile Justice and Delinquency Prevention, 1996). Under the auspices of the YES program, these government departments help interested agencies to locate federal land that can be used for service-learning programs. Although no direct federal funding is available for this program, interested organizations receive technical assistance and training in identifying types of and sites for environmental work projects. There are six programs currently under-

way in the District of Colombia, Utah, and Florida where at-risk and adjudicated youth engage in service-learning projects involving cleanup, vegetation control, work in carpentry or metal craft, trail building, beach cleanup, maintenance, and restoration.

Service-learning projects with senior citizens include visiting and chatting, writing letters or reading, playing cards or board games, and engaging in arts or craft activities with them. Many students also like to perform music or skits for the elderly. Working with the elderly in retirement centers has been found to be an especially effective and appropriate option for elementary-aged students. Another project to consider is to have older students assist the elderly in their own homes by helping them to cook, assisting with basic housekeeping chores, and doing home repairs.

Child-centered service-learning programs usually involve having older students tutor or mentor younger students or both. The development and implementation of tutoring programs has been highlighted in Chapter 3. Other options include having students work at local daycare centers, serve in the role of teacher assistant, or work with exceptional students in schools and other settings. For further information about establishing service-learning programs, contact one of the following:

1. National Service Learning Cooperative, Serve-America K-12 Clearinghouse, and the National Information Center for Service Learning
   The cooperative provides a toll-free information number, a national database of programs and materials, a library, referrals to training and consulting, and an electronic bulletin board.

   National Service Learning Cooperative
   University of Minnesota
   R-290 Vo-Tech Building
   1954 Buford Avenue
   St. Paul, MN 55108-6197
   (800) 808-7378
   E-mail: serve@maroon.tc.umn.edu

2. **Youth Environmental Services Programs**
   A program summary describing the YES initiative, pilot sites, lessons learned, and a technical assistance package for states and communities interested in developing YES sites are available from the Juvenile Justice Clearinghouse at (800) 638-8737, or E-mail askncjrs@aspensys.com.

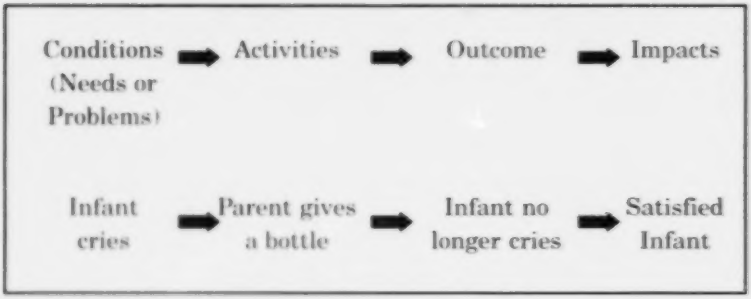
Evaluating Interventions 5

Education programs in general and special education in particular have often been accused of using interventions that do not have a sound research base. Failure of the field to systematically evaluate interventions has repeatedly been highlighted. Accordingly, I feel it is critical that service providers evaluate interventions used with children and youth. Appropriate evaluation of activities provides invaluable information that can document program change, illustrate what works with students, support a rationale for funders to provide program funding, and add to the professional knowledge base. The remainder of this chapter describes the Logic Model, a practical tool that can be used by service providers to plan and conduct an evaluation of interventions.

What Is a Logic Model?

A logic model is a planning tool that presents a graphic representation of how and why a program is supposed to work. It includes succinct, logical concepts or statements that link problems, activities, and outcomes. Logic models can be used to facilitate collaboration with outside agencies, manage outcome-oriented programs, and develop evaluation of program impacts. The model illustrates the logical relationships between program conditions (needs), activities, outcomes, and impact. Figure 1 provides a graphic illustration of a logic model with an everyday example.

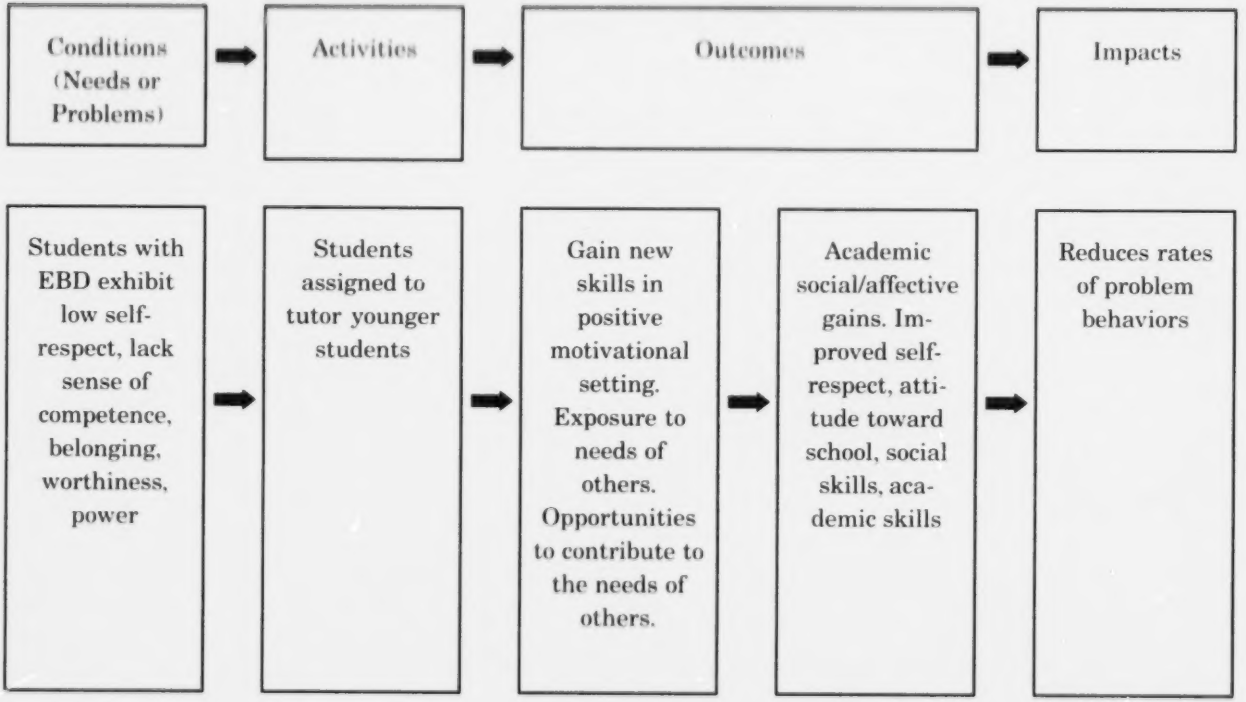
Figure 1. Graphic Illustration of a Logic Model



Conditions are the needs or problems that the intervention is designed to address. For example, the interventions discussed in this monograph are designed to examine the problem of low self-respect (i.e., competence, significance, power, and virtue) in students with EBD. The activity describes the intervention that will be developed and implemented to address this need (e.g., cross-age tutoring, service learning). An outcome is a description of what is accomplished as a result of the intervention. There can be immediate outcomes, which the students gain just by virtue of being present when the intervention occurs, and intermediate outcomes, which are a result of the intervention.

The impact is a long-term outcome — the ultimate desired effect of the program. For example, if a school institutes a peer mediation program, an immediate outcome may be that students are exposed to new methods of resolving conflict situations. An intermediate outcome may be that students use the skills learned in the peer mediation course to resolve conflict in various settings. The impact or long-term outcome may be that the amount of aggressive and violent incidents on campus is reduced significantly. Figure 2 illustrates a possible logic model for the cross-age tutoring intervention described in Chapter 3.

Figure 2. Logic Model for Cross-Age Tutoring Intervention


Conditions (Needs or Problems)
Activities
Outcomes
Impacts
Students with EBD exhibit low self-respect, lack sense of competence, belonging, worthiness, power
Students assigned to tutor younger students
Gain new skills in positive motivational setting. Exposure to needs of others. Opportunities to contribute to the needs of others.
Academic social/affective gains. Improved self-respect, attitude toward school, social skills, academic skills
Reduces rates of problem behaviors

Developing a Logic Model to Evaluate Your Intervention

It is essential that evaluation of an intervention should not be an afterthought. How the intervention will be evaluated needs to be considered during the initial stages of planning; the logic model can facilitate this function. The first step in designing a logic model is to identify the conditions or needs that the intervention is being designed to address. The worksheet, presented as Table 4, may help in identifying them.

The answers to the questions in Table 4 can be put together into a problem statement such as:

> Target *population* is experiencing problems with certain *attitudes/behaviors* because of their lack of *skills* in these areas.

A second step is to list the activities that will be provided in the intervention. These activities describe what the intervention provides to the students. For example, a service-learning project where students work in a senior citizen center can provide instruction regarding issues associated with growing old, opportunities to interact weekly with an elderly person, and a chance to engage in reflective journal writing that focuses on how the student feels about this experience.

Specifying expected outcomes of the intervention is the third step in the logic model approach. Direct outcomes should be examined first. These include examining whether the students receive what was being provided and for how long. Intermediate outcomes that focus on changes in participants' attitudes and/or behaviors that mark progress toward the intended impact of the intervention also need to be specified. Finally, the intended impact or long-term outcome of the intervention should be stated. This is a simple statement of the long-range intended effect of the intervention on participants. The impact statement should be clearly related to the conditions which the intervention was designed to address. An addition to this logic model involves specifying how the various types of outcomes will be measured.

Table 4
Worksheet to Identify Program Conditions/Needs

PROGRAM CONDITIONS or NEEDS

1. Who is the target population?

2. What are the behaviors or attitudes you are seeking to change?

3. What skills or resources are needed by students to change these behaviors?

The worksheet presented as Table 5 may be of assistance in the delineation of program outcomes.

Using the logic model as a planning tool allows service providers to focus on where they want to go with a specific intervention, how they plan to get there, and what they expect to see once they arrive. It is critical that, rather than relying on "gut feeling," professionals systematically evaluate interventions.

Table 5
Worksheet to Determine Desired Program Outcomes

DIRECT INTERVENTION OUTCOMES

Students learned

_____

_____

_____

As measured by

_____

_____

_____

Students produced

_____

_____

_____

As measured by

_____

_____

_____

Students participated in

_____

_____

_____

Table 5, *Continued*

As measured by

_____

_____

_____

INTERMEDIATE OUTCOMES

Positive changes in students' skills ... as measured by ...

_____

_____

_____

_____

Positive changes in students' behaviors ...as measured by ...

_____

_____

_____

_____

Positive changes in students' attitudes ... as measured by ...

_____

_____

_____

_____

6 Conclusion

A key predictor of successful transition from school to adult life is having a healthy sense of self-respect. The poor academic results of students with EBD, their lack of skills in controlling their behavior, and their difficulties with social relationships make this group especially vulnerable to having a low sense of self-respect. Accordingly, it is critical that service providers working with these students develop and implement interventions that attempt to enhance self-respect.

Interventions designed to increase students' self-respect should emphasize approaches that promote feelings of significance, competence, power, and worthiness. Cross-age tutoring where students with EBD serve as tutors and service-learning programs are examples of interventions that focus simultaneously on each of these elements. The nature of these interventions fosters a sense of significance in students because they are contributing to others and being valued by the recipients of their tutoring and/or services. Academic, social, and affective competence is nurtured in students engaged in these activities through ongoing training, communicating with others, and working on related instructional activities. Power is promoted because students are placed in a position of importance where the belief exists that they will and can, with support, control their own behavior. Value or worthiness is encouraged due to the "giving" nature of these interventions.

Developing and implementing interventions on behalf of students with EBD is not enough: Evaluation of the interventions' effects is also critical. Program evaluation, rather than an afterthought, needs

to be incorporated as an integral component from the beginning. Systematic evaluation of interventions will deepen professional understanding of "what works" when trying to increase the self-respect of students with EBD. If education professionals are truly dedicated to achieving better results for students with EBD, then interventions that directly address the development and enhancement of healthy self-respect are a necessary ingredient.

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7

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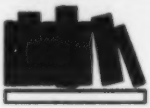

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